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ABSTRACT

Suggesting that students in the primary grades can explore the world around them and practice valuable skills in spelling, reading, writing, communication, and language, this book presents cross-curricular units on "people around us" that reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences. Features of the book include: ready-to-use activities; sample reading texts; group demonstrations; and classroom-tested teaching suggestions. Each unit includes an introductory narrative, advice on using the theme, related language arts and extension activities, a list of trade books, and class activities. The first unit, "Many Different Families," addresses different kinds of family groups and homes. The second unit, "Safari Down My Street," emphasizes positive things about living in big cities. The third unit, "Country Cousin," focuses on life on the farm. Appendixes contain advice on setting up and running a learning center; advice on how to make and use bulletin boards and file folders; a 47-item glossary; instructions on how to make a book; and 10 teacher resources. (RS)

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ED 436 774

# LANGUAGE ARTS THEME UNITS

## CROSS-CURRICULAR ACTIVITIES FOR PRIMARY GRADES

# PEOPLE AROUND US

- DIFFERENT FAMILIES
- CITY LIFE
- LIVING ON A FARM

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JOANN H. ERICSON

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THE FAMILY LEARNING ASSOCIATION

CS 216 956

# People Around Us

*by*
***Elizabeth A. McAllister***
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***Joann H. Ericson***

*The Family Learning Association*
*and*
*ERIC Clearinghouse on Reading, English, and Communication*

*Bloomington, Indiana*

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# Introduction To The Series

## Cross-Curricular Theme Units

This series presents instructional units on themes typically taught in the primary grades. Cross-curricular, multi-faceted learning is at the heart of these units.

Though the topics focus on science, math, social studies or literature, we use language arts skills consistently in each unit. Listening, speaking, reading, and writing activities show children that no matter what content they learn, they will increase their effectiveness through the communication skills that lead them through these units of study.

Encourage your students to discover through play and observation, then to share ideas and surprises with you or with other students. We remind you to integrate all of the language arts while students watch their guinea pig or follow the progress of a box turtle.

> Writing needs to be a significant part of every unit. Take dictation from non-writing students, to show them how to act like a writer. Have students regularly write their own books, make picture books, and write the text that will help them share their knowledge.

Each unit in this series uses as many frames of mind or intelligences as possible. Howard Gardner (*Multiple Intelligences, 1993*) lists seven frames of mind and the activities that work with them:

- Literary: stories, poems, rhymes;
- Logical-mathematical: numbers, counting, graphing, logic;
- Bodily-kinesthetic: physical activity, games, acting-out;
- Visual/spatial: art, theatre, reading, writing, producing;
- Musical: songs, rhythm, listening, instruments;
- Interpersonal sociological connection to others: speaking, listening, sharing;
- Intrapersonal psychological connection with one's self: reflection, metacognition, feelings, and internal discourse.

Give your students a chance to express themselves across this range of intelligences by following the guidelines in each unit.

## How to Use These Theme Units

This book offers you:

- ☛ Ready-to-use theme-oriented units that integrate the language arts across the science and social science curricula;

- Ways to connect the units meaningfully with a required curriculum;
- Unit goals that focus your day on enjoyable student-centered experiences;
- stimulating "grabbers" from children's literature, which will elicit child involvement;
- sample questions to pose about the readings;
- a wealth of resources that can lead you wherever your particular situation demands.

This book also gives you many choices for expanding each unit theme into a cross-curricular learning adventure. So you can readily:

- use the Appendices to create multimedia learning centers featuring a computer, audiotapes, library books, and an area for writing and artwork;
- find ways to build on children's prior knowledge, thus reinforcing their confidence for further explorations;
- develop more learning strategies from the springboard of these units.

The units in each volume work well together for an extended exploration of the volume topic. Or they may use them separately and independently. In either case, you have the opportunity to expand your students' vocabulary, knowledge, and skill. Speaking of vocabulary, in *Appendix C* you will find a *Glossary* that defines our use of terms. Several other *Appendices* give you more detail on the activities cited in these lessons. After selecting an instructional unit and pulling together the necessary materials, we suggest the following procedure:

1. Read or paraphrase Part IV, the *Introductory Narrative.*
2. Ask your students to share their knowledge on the topic.
3. Read the book recommended in Part V. 2., to enrich the students' understanding of the theme.
4. From the options listed, select the activities that will best involve your students. You may want to ask the children to select the activities that suit them.
5. Toward the end of your study, you may choose any or all of the activity pages to reinforce the knowledge or skills that you are highlighting.

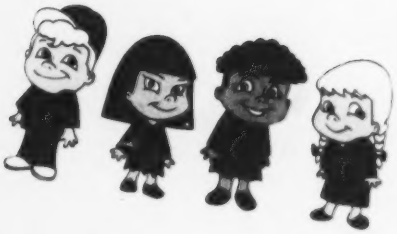
You may reproduce and distribute the *Activity pages* as needed. You may also want to distribute the *Introductory Narrative,* so your students can read along or read it independently.

We suggest that you build learning centers that have artifacts, books, games, activity sheets, illustrations, and other materials that expand and enhance the theme of each unit. You can find ideas for learning centers in the Appendix.

**Creative minds will find numerous ways to turn these units into delightful and profitable learning experiences.**

# Unit 1:

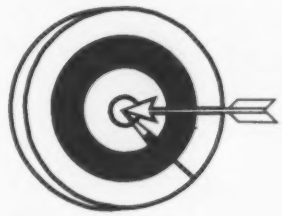
# Many Different Families



## I. Introduction: How the Theme Can Interest Students

Children bring to school knowledge about their own families and some knowledge about family life generally. This preparation makes the unit an important bridge between home and school. The unit expands on their knowledge by giving them more information about different kinds of family groups and homes. It also encourages children to value ways of living different from their own.

## II. Targeted Ideas



- There are many different kinds of families.
- Children play important roles in family life.
- Homes come in many different designs.
- Families have their own unique traditions and activities.

## III. Making Connections

This unit discusses the human family. In Volume III, all the units relate well to this one, as they cover animal families and how they live. For instance, in Unit 1 there, *SO MUCH LIKE US*, you may want to talk about how animals build their homes. You will want to help children understand that their pets are also part of their own family. In Volume III, Unit 1, the recommended book *Socks* offers a good comparison to a child adjusting to a new baby.

## IV. The Unit Theme: An Introductory Narrative to Read to Students

### *How Our Family Got Bigger*

For a while I thought Mom had brought home too many babies. Before the twins arrived, I was the only child, the only grandchild, and the only niece. And then, all of a sudden, that situation changed.

Mom and Dad told me it was going to happen. They asked me if I would like to have a new baby brother or sister. The baby might even be from another country.

I didn't really understand what they meant, so they showed me some pictures of some children who looked very sad. Dad said that these children didn't have any shoes. One little boy had three big holes in his shirt.

I guess some kids are not as lucky as I am. Their parents can't take care of them like Mom and Dad take care of me. So I told them that it would be nice to have a little sister, especially if we could make her happy and give her a new pair of shoes.

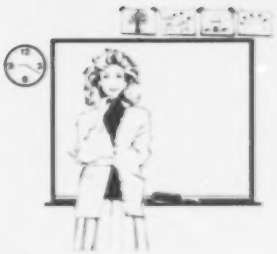
But when Mom came home with the first twin, Carolyn, she wasn't from another country at all. Her skin looked different from mine, but Dad said her parents were from Chicago. The second twin, Marilyn, had to stay in an incubator for a few days because she was so small. So I had time to get used to one baby sister, even though I knew another one would be coming along soon. When Marilyn came home from the hospital my whole world changed.

Everyone came to see *THE TWINS*. No one paid any attention to me, no matter how ornery I got. It was always the twins, the twins, the twins. That really got to me. So I told Mom, "You brought home too many. You have to take one back!"

Of course she did not take back one of the twins, and I got used to having both of them around. They are part of our family. In fact we are the best of friends now. Having twins isn't so bad as I first thought.

The twins were so cute when they were young that no one paid any attention to me.

# V. How to Use the Theme: Procedures for Demonstrating its Functions and Involving Children



## 1. Questions to Pose About the Narrative

These sample questions are just a start; they may lead you to others that will help students focus on the essential information in this unit.

1. Who is in your family?
2. Describe your house.
3. What do you do to help your family?
4. What are some special things your family does together?
5. What traditions does your family observe?
6. Do you think all families are alike or different? Explain.

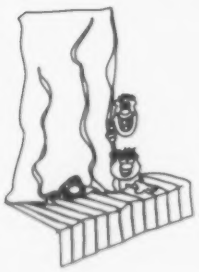
## 2. Listening to Literature: A Sample Text and How to Use it

Greenfield, Eloise. *Grandpa's Face*

Tamika is confused when a mean look comes across her Grandpa's face. She fears that their relationship will change.

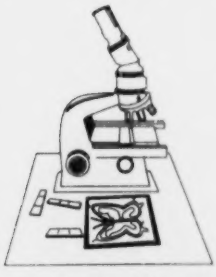
This book captures the feelings a young child shares with her beloved grandfather. Ask students to share experiences with an older person in the family.

### Options for Student's Response.



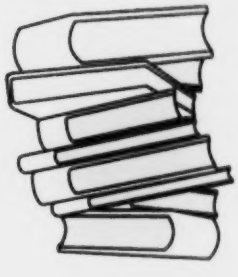
1. Show the cover of the book. Discuss the expressions on the characters' faces. Does Tamika's grandfather look mean in the picture?
2. As you read to the class, pause frequently to elicit students' responses and predictions of what will happen next.
3. Ask students to act out this story, using character masks.

## 3. Science Demonstrations



1. Poll the class about their families, collect data.
2. Use a Venn Diagram to describe family characteristics: city/country, house/apartment/farm.
3. Record class data on a bar graph: family members, family sizes, brother/sister, etc.
4. Get information on family statistics from your local government. Have students discuss this profile of your local population.

## 4. More Books for Response



1. DiSalvo-Ryan, Dyanne. *Uncle Willie and the Soup Kitchen*

A boy spends the day with Uncle Willie in the soup kitchen, where he works preparing and serving food for the hungry.

2. Garland, Michael. *My Cousin Katie*

Katie's cousin looks forward to all the things she will do when she visits Katie on the farm.

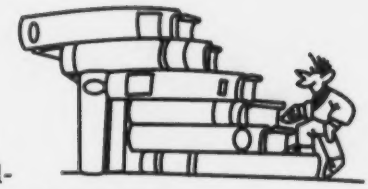
3. Henkes, Kevin. *Chester's Way*

Chester and Wilson share the exact same way of doing things until Lilly moves into the neighborhood and shows them that new ways can be just as good.

4. Houget, Susan. *I Unpacked My Grandmother's Trunk*

Each object that comes out of Grandmother's trunk begins the next letter of the alphabet. Directions for playing the game are included.

## VI. Related Language Arts Activities



### 1. Listening and Discussion

- Have students share details of their family life: how many children, what they do together, vacation plans, etc.
- Elicit discussion by asking students where they live and who lives at home with them. Write responses on the board. Compare the different kinds of family groups.
- Invite parents to share their thoughts about family life.
- Think-Pair-Share about traditions in students' families.
- Have students listen to a friend's story or poem about a family member.

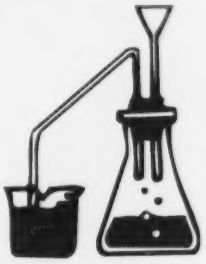
### 2. Individual and Group Writing

- Write a "Family and Friends" book.
- Contribute to a class Family Concept Book by writing a story about your own family. Include a description and portrait of each family member.
- Write to penpals in other families.
- Keep a Daily Family Journal for a month. Share the book with your family.
- Write and illustrate a story about a favorite family member.

### 3. Reading

- Read the story you have written to a friend.
- Read a fiction book with a buddy, share ideas about it.
- Collect words that describe a family. Compile a *Word Journal*. Use these words to write a story or poem.

## VII. Related Extension Activities: Using Language Arts to Teach Science in Personal or Small Group Work

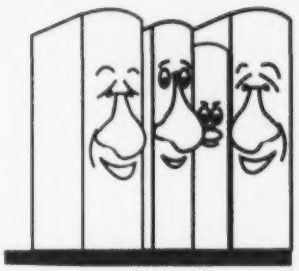


### 1. Individual and Team Projects

- Choose families in another country to research. Have students study what special traditions they observe there. With a Venn diagram compare these traditions with those of the students.
- Conclude the unit by inviting family members for a Family Day celebration.
- Using magazines, have students compile a Family Album.
- Show students how to make Help Tickets for gifts to parents. Each ticket names a job children will do for them.
- Make a class mural of all the students' families.

### 2. Class Field Trips

- Have a family picnic at a park near the school.
- Visit your local government's office that promotes family life in the community. Have students ask how that office helps families, and why the government thinks it important to do so.



## VIII. Trade Books

### Non-Fiction

Bloomingdale, Teresa. *Up A Family Tree*

Craven, Linda. *Stepfamilies: New Patterns In Harmony*

Drescher, Joan. *Your Family, My Family*

_____, *The Birth-Order Blues*

Geis-Rockwood, Wendy. *Shapes: Families Of Today*

Kroll, Virginia. *Beginnings: How Families Came To Be*

Leedy, Loren. *Who's Who In My Family?*

Rogers, Fred. *Let's Talk About It: Adoption*

Tax, Meredith. *Families*

### Fiction

DiSalvo-Ryan, Dyanne. *Uncle Willie And The Soup Kitchen*

Garland, Michael. *My Cousin Katie*

Gorlen, Shirley. *The Boy Who Wanted A Family*

Greenfield, Eloise. *Grandpa's Face*

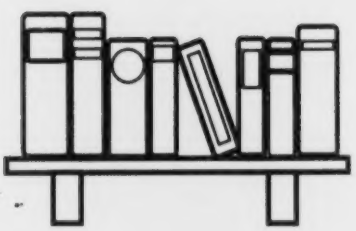
Hazen, Barbara S. *If It Weren't For Benjamin, I'd Always Get To Lick The Icing Spoon*

Henkes, Kevin. *Chester's Way*

Hoguet, Susan R. *I Unpacked My Grandmother's Trunk*

McCloskey, Robert. *One Morning In Maine*

Tafuri, Nancy. *All Year Long*



# ACTIVITY 1

NAME _____

## ANN'S FAMILY

Ann has a large family. She lives with her mother and father, two brothers, and three sisters. There are eight people in Ann's family.

Because Ann's family is so large, she lives in a very big house. The house is close to school, so Ann and her brothers can walk to school. The three sisters are too young to go to school.

---

VOCABULARY WORDS: family, members, mother, father, sisters, brothers, large, close, young, eight

---

DIRECTIONS: Write in the missing letters to finish each word.

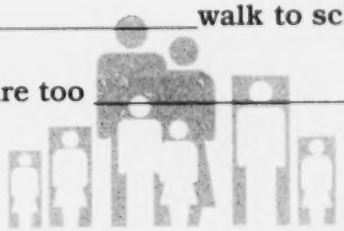
f ___ ___ily  fa___ ___er  m___ ___b___ ___s

mo___ ___er  sis___ ___ ___s  br___ ___ ___ers

y___ ___ ___g  e___ ___ ___t

DIRECTIONS: Write the missing words in these sentences.

1. Ann has a very _____family.
2. There are _____members in her family.
3. She has _____brothers and _____sisters.
4. School is _____to Ann's house, so she can walk.
5. Ann and her_____walk to school.
6. Ann's three sisters are too _____to go to school.



# ACTIVITY 2

NAME _____

## PENNY'S FAMILY

Penny lives with her mother and grandmother in a small apartment near town. Her mother works at the library as a librarian.

Penny rides the schoolbus to school. Her grandmother takes her to the bus each morning, and is waiting for her at the bus stop after school.

---

VOCABULARY WORDS: grandmother, apartment, library, librarian, schoolbus

---

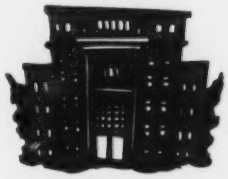
DIRECTIONS: Draw lines to the words that fit each sentence.

| | |
|---|---|
| 1. She is your mother's mother. | schoolbus |
| 2. This is Penny's house. | library |
| 3. This is where mother works. | grandmother |
| 4. This word has two words put together. | apartment |
| 5. This is how Penny goes to school. | librarian |

DIRECTIONS: Two words in the list are "compound words." This means that two words are put together to make one word. Write both words here, and then write the separate words of each compound word.

1. _____ + _____ = _____

2. _____ + _____ = _____



# ACTIVITY 3

NAME _____

## MARK'S FAMILY

Mark lives on a farm with his mother and father. He has two big brothers to help with the chores. Every day Mark does chores before going to school. He feeds the chickens and the pigs, and helps his father milk the cows.

After the chores are done, Mark's father drives him to school in a big truck. Mark lives too far away from school to be able to catch a schoolbus.

---

VOCABULARY WORDS: farm, chores, feeds, chickens, pigs, cows, milk, truck, schoolbus

---

DIRECTIONS: Write the words that answer these questions:

1. What does Mark do before school?

   _____

2. What animals does Mark feed?

   _____

3. What do many children ride to school?

   _____

4. How does Mark get to school?

   _____

5. What chores do you do around your house?

   _____

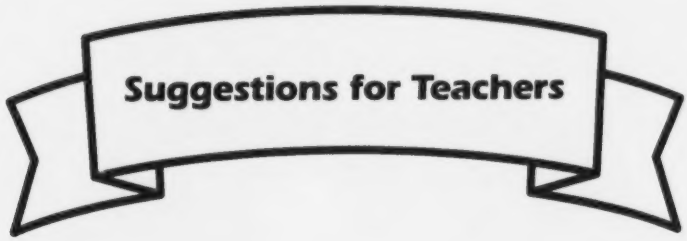
Draw a picture about your chores, and write something about how you help at home.

# ACTIVITY 4

NAME _____

DIRECTIONS: Listen to the vocabulary words as the teacher reads them out loud. Find each word on the grid, and follow the teacher's directions to mark it in a specific way.

| | | | — | A B 3 | |
|---|---|---|---|---|---|
| 1 | family | young | grandmother | sisters | father |
| 2 | members | large | close | mother | brothers |
| 3 | apartment | library | schoolbus | librarian | school |
| 4 | farm | feeds | cows | pigs | truck |
| 5 | milk | chickens | chores | house | home |




### Activity 1

Read *Ann's Family* out loud to the class, or have students do silent reading to complete the activity.

1. f **AM** i l y; 2. fa **TH** e r; 3. m **EM** b **ER** s; 4. m o **TH** e r; 5. s i s **TER** s; 6. br **OTH** e r s; 7. y **OUN** g; 8. e **IGH** t.

1. large 2. eight 3. two, three 4. close 5. brothers 6. young.

### Activity 2

Read *Penny's Family* out loud to the class, or have students do silent reading to complete the activity.

1. She is your mother's mother. (*grandmother*)
2. This is Penny's house. (*apartment*)
3. This is where mother works. (*library*)
4. This word has two words put together. (*grandmother, schoolbus*)
5. This is how Penny goes to school. (*schoolbus*)

1. grandmother = grand + mother; 2. schoolbus = school + bus

### Activity 3

Read *Mark's Family* out loud to the class, or have students do silent reading to complete the activity.

1. Chores, feeds animals, helps father.
2. Pigs and chickens.
3. A schoolbus.
4. Father takes Mark to school in a truck.
5. Individual answers will vary.

### Activity 4

ORAL DIRECTIONS FOR ACTIVITY 4

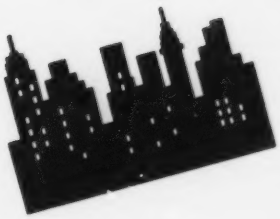
1. In Row 1:
   a. X out the word *young*.
   b. Circle the word *family*.
   c. Star the word *sisters*.
   d. Write a capital A above the word *father*.

2. In Row 2:
   a. Write the numeral 3 over the word *mother*.
   b. X the word that means a group of relatives.
   c. Place a capital B over the word that means *big*.
   d. Circle the word that means *nearby*.
   e. Penny does NOT have this family member: X the word.

## Suggestions for Teachers

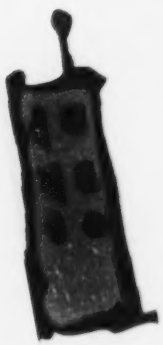
3. In Row 3:
   a. Underline the word that is a home in a building.
   b. Circle the word that tells where Penny's mother works.
   c. Star the word that tells where you go to learn.
   d. Cross out the name of the job Penny's mother does at work.
   e. X the word that tells how Ann goes to school.

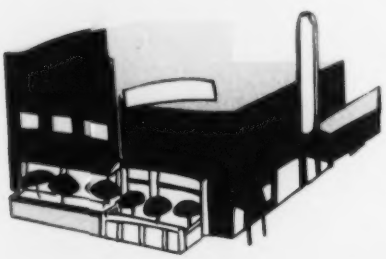
4. In Rows 4 and 5:
   a. Circle the word for what Mark does for the pigs and chickens.
   b. Draw a line from Mark's home to all the animals.
   c. Draw a line from *milk* to *cows*.
   d. Circle the word that tells what Mark does before school.
   e. X the word that tells how Mark goes to school.
   f. Underline the word that tells where Ann lives.
   g. Put a STAR around the place where your family lives.



# Unit 2:

# Safari Down My Street





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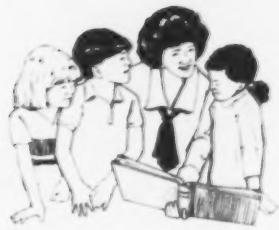
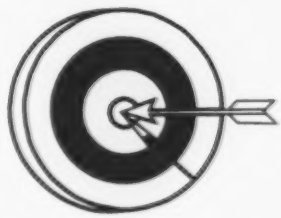
## I. Introduction: How the Theme Can Interest Students



Children who live in the country or the suburbs may not understand what a big city looks like. City children may not realize all the things that go on around them. You will want to emphasize the positive things about living in the city.

This unit may serve as a kick-off to studying about cities. Most children watch television, so they will know some things about cities even if they live in the country. They will enjoy finding out more about their own community, especially the area around the school.

## II. Targeted Ideas



- Cities are important for life.
- Tall buildings provide enough area for many people to work and live in limited space.
- City parks allow people to enjoy greenery.
- People can find work and entertainment in the city.

## III. Making Connections

This unit combines well with the next one, *COUNTRY COUSIN*, so students can understand two contrasting ways of life. You may also compare the ancient land of the dinosaurs in *DINO OF LAND-LONG-AGO*, Unit 1 in Volume IV. Studying Volume VI, Unit 2, *RAILS, WINGS, RUDDERS, AND WHEELS*, will help children understand how things and people get to the cities. You can discuss how the city prepares for the different seasons with Volume II, Unit 3, *FOUR PARTS EVERY YEAR*. *FROM FIELD TO FEAST*, Volume VI, Unit 1, may help to discuss getting food to the city. Studying the sounds in the city can relate to Volume II, Unit 4, *DID YOU HEAR THAT?* Some children new to the city may need help in making friends. Unit 3 in Volume VI, *ONE PLUS ONE IS GREATER THAN TWO*, may help children understand friendship.

## IV. The Unit Theme: An Introductory Narrative to Read to Students

*The City We See on Our Way to the Park*

My house is in the city. Mother and Dad work in a big office building downtown, so we moved to the city to be close to their work. My grandmother lives with us so someone will be home when I am out of school. My name is Josh, and I am in second grade.

It is very interesting to live in the city. There are so many different things to do and to see. I like where we live now because there is always something happening on our street. It is a very long street, which passes all kinds of businesses and parks. Let's take a safari into town and discover all the interesting places.

One thing a newcomer learns about the city is that it wakes up very early and very loudly. It took us a long time to get used to all the sounds in the city. Now I hardly notice them at all.

We will take a walk down Commerce Blvd. for a few blocks and look at the tall buildings. Two blocks from my house is the First Bank of Commerce, where my Dad works. It's a very high building called a skyscraper. There are many offices above the bank, so many people come and go through the building all day. Most of these people must ride a bus to get to work. Busses are very noisy in the early morning. And they smell bad. I don't like to be on the sidewalk when one passes. But sometimes my grandmother and I ride the bus to the park at the other end of Commerce Blvd. It is too far to walk—not for me, but for Grandmother.

In the city you don't see much greenery until you get to the park. But it's amazing to see a weed or a flower growing in the cracks of a sidewalk. How did a seed get to that spot, I wonder? Some storeowners have planted small trees in planters on the sidewalk, just to make the place

There's not much room for greenery in this part of the city.

## IV. The Unit Theme: An Introductory Narrative to Read to Students (cont.)

look nicer, I guess. As we are walking, we pass a grocery store, a doctor's office, a dentist, the fire station, several department stores, an attorney's office, where my Mother works, and a huge library. I love to go into that library.

It is fun to go shopping with Grandmother. She decided to stop at McDonald's to buy lunch in a bag, so we could have a picnic in the park. I love her surprises! We will catch the bus to go to the park.

On the way to the park, we pass a skating rink and a swimming pool. We go there sometimes too. The pool is really crowded in summer because that's the only time it is open. But you can skate anytime. The rink is a huge building with a snack bar and everything.

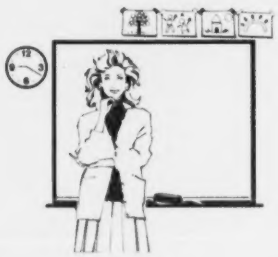
When we get to the park, the bus passes under a thick stone archway. The whole park has a stone wall around it. I don't know why. It is only up to my waist, so it doesn't keep people out. But there is a gate across the archway at night, so I guess we aren't supposed to go there after dark.

The park has swings, seesaws, sandboxes, and lots of paths to explore. There are so many different birds and other animals there. We always try to feed the birds. They will fly down to nibble a piece of hamburger bun if you sit very still.

After a while in the sun, and long after our picnic, we take the bus back to the corner near our house. It has been a very busy day. I hope you can visit a city soon. If you do, watch for all the different people there. Watch for different delivery trucks, busses, and taxis. The city is a very interesting place to visit.

I'll bet there's more than a million people who go in and out of my city every day. How do they all fit into the streets, buildings, and houses?

# V. How to Use the Theme: Procedures for Demonstrating its Functions and Involving Children



## 1. Questions to Pose About the Narrative

These sample questions are just a start; they may lead you to others that will help students focus on the essential information in this unit.

1. Why do people live in the city?
2. Why are city buildings so tall?
3. Discuss how a day starts in the city.
4. What are some fun things you can do in the city?
5. Where do people work in the city?
6. What kinds of work do people do in the city?
7. What are some unique features of cities?
8. When you walk down a street in your neighborhood, do you see some of the same things that Josh does?

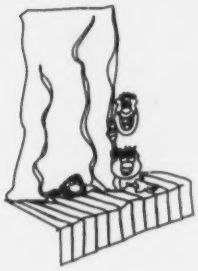
## 2. Listening to Literature: A Sample Text and How to Use it

Hurwitz, Johanna. *New Neighbors for Nora*

Seven-year-old Nora and her younger brother love playing with other kids in the apartment building, but Nora longs for one special friend. When she sees a moving van on the street with a doll's chair inside it, she hopes her new neighbor will be a girl her own age. But Eugene Spencer Eastman is certainly not a girl.

Before reading the book to the class, ask students about special friends in their neighborhoods. Allow time for sharing information about neighbors and the different kinds of neighborhoods. Ask any children living in apartment buildings to tell the class about apartment living.

**Options for Student's Response.**



1. Read the first chapter to the class. Elicit predictions about what may happen next.

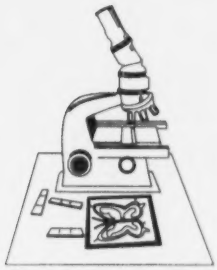
2. Think-Pair-Share: Have the students discuss a time when they were disappointed about something or someone. What did they do?

3. In Chapter 2, ask how Nora found out about the new neighbor. Why was she disappointed?

4. Ask what happened in Chapter 5 that changed Nora's feeling about Eugene.

5. After reading the book, let students select from these choices:
   a. Write about one of your neighbors.
   b. Draw a picture of your neighborhood.
   c. Describe the houses or apartments in your neighborhood.
   d. Choose one neighbor to be a penpal.

## 3. Science Demonstrations



1. Following a City Safari field trip (see *Field Trips* below), record sounds of the city.

2. Chart sounds by intensity from softer to louder.

3. Study the water system in your city.

4. Study about the air quality of your city.

5. Make a time-line about the history of your city.

## 4. Math Demonstrations

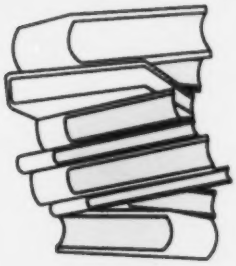
1. Take a survey of buildings. Graph buildings by size and kind.

2. Make a circle graph of business data collected in the tour.

3. Make a bar graph showing the collection of items found in the City Safari Treasure Hunt. (Activity 3)

4. Use a city map to locate noted attractions. Compute the distance to each destination.

## 5. More Books for Response



1. Berends, Polly B. *The Case of the Elevator Duck*

Chronicles the adventure of an eleven-year-old detective that resulted from finding a duck in the elevator of his apartment building.

2. Lorenz, Lee. *A Weekend in the City*

Moose listens to Pig and Duck describe the activities they have planned for his visit to the city. This reminds Moose of similar but more outrageous experiences he has had in the country.

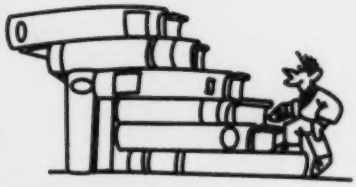
3. Komaiko, Leah. *My Perfect Neighborhood*

A little girl takes a walk in her urban neighborhood and delights in its quirky personality.

4. Porte, Barbara A. *Taxicab Tales*

Daddy tells stories to his loving family about the colorful passengers he picks up in his taxicab.

## VI. Related Language Arts Activities



### 1. Listening and Discussion

- Explore students' experience of city life, and list ideas on chart paper. A K-W-L chart is helpful: what do the children already **K**now? What do they **W**ant to learn about cities? Then fill in what they have **L**earned.
- Compare city vs. country settings. Make a Web of student statements about each setting.
- Display a map of your town or city. With the students, locate downtown, the suburbs, and the streets where they live. Which businesses are close to home?
- Invite other city business people to the class: a bus driver, banker, fire captain, grocery store owner, and others.
- Interview a land conservationist. Have students ask about land issues concerning your city.
- Have students dramatize a story about living in the city vs. living in the country.
- Ask them to role-play characters of business people at work.

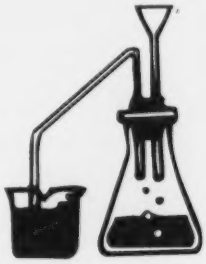
### 2. Individual and Group Writing

- Write and present a skit about visiting a new city.
- Record information in a Learning Log.
- Create a City Buildings Book.
- Write and illustrate a City Fact Book. Include businesses and sights in the city.
- Write a City Sights and Sounds Book. Include acrostic poems using the words *city* and *banks*. See Activity 4.

### 3. Reading

- Read books about different cities and city living.
- Read about city businesses. Select a favorite business. Create an advertisement for that establishment.
- Read any of the trade books with a buddy, then exchange reactions to it.

## VII. Related Extension Activities: Using Language Arts to Teach Science in Personal or Small Group Work

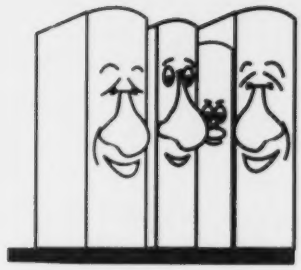


### 1. Individual and Team Projects

- Display numerous pictures of cities and city living, for students to use in individual and group projects.
- Invite a storeowner to the class, have students ask questions about running a store and record the answers.
- Ask children to take a walk around their homes, then draw a map of their neighborhood.
- Construct a city. See Box City directions in the Bonus Activity.
- Make a City mural.
- Construct a city block or city scene diorama.
- Pair with a classroom in another city. Have students write to penpals in that classroom.
- Brainstorm about interesting things to do in your city. What would students show a country cousin? Ask them to write a letter to a country cousin, inviting him/her to visit them in the city. See Activity 5.
- Students may design a city, make a map of it, and write a story about a day there. What will they see and do?

### 2. Class Field Trips

- Solicit parents to help with the Safari trip to the city. Divide the class into groups. Give each group a copy of the City Safari Treasure Hunt. (See Activities 2 and 3.) After returning, collect data from each group.
- Take the city tour suggested by Josh. Use Activity 1 to mark the route to the park.
- Take a bus tour of the city.
- Take a walking tour of the school neighborhood.
- Visit the downtown library.
- Visit a city park.



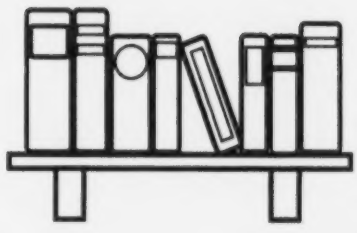
## VIII. Trade Books

### Non-Fiction

Arnold, Caroline. *What Is a Community?*
Beekman, Dan. *Forest, Village, Town, City*
Brown, Craig. *City Sounds*
Maestro, Betsy and Ellen Delvecchio. *Big City Port*
Moorcraft, Colin. *Homes & Cities*
Roystron, Robert. *Cities 2000*
Shaffer, Carolyn and Erica Fielder. *City Safaris*

### Fiction

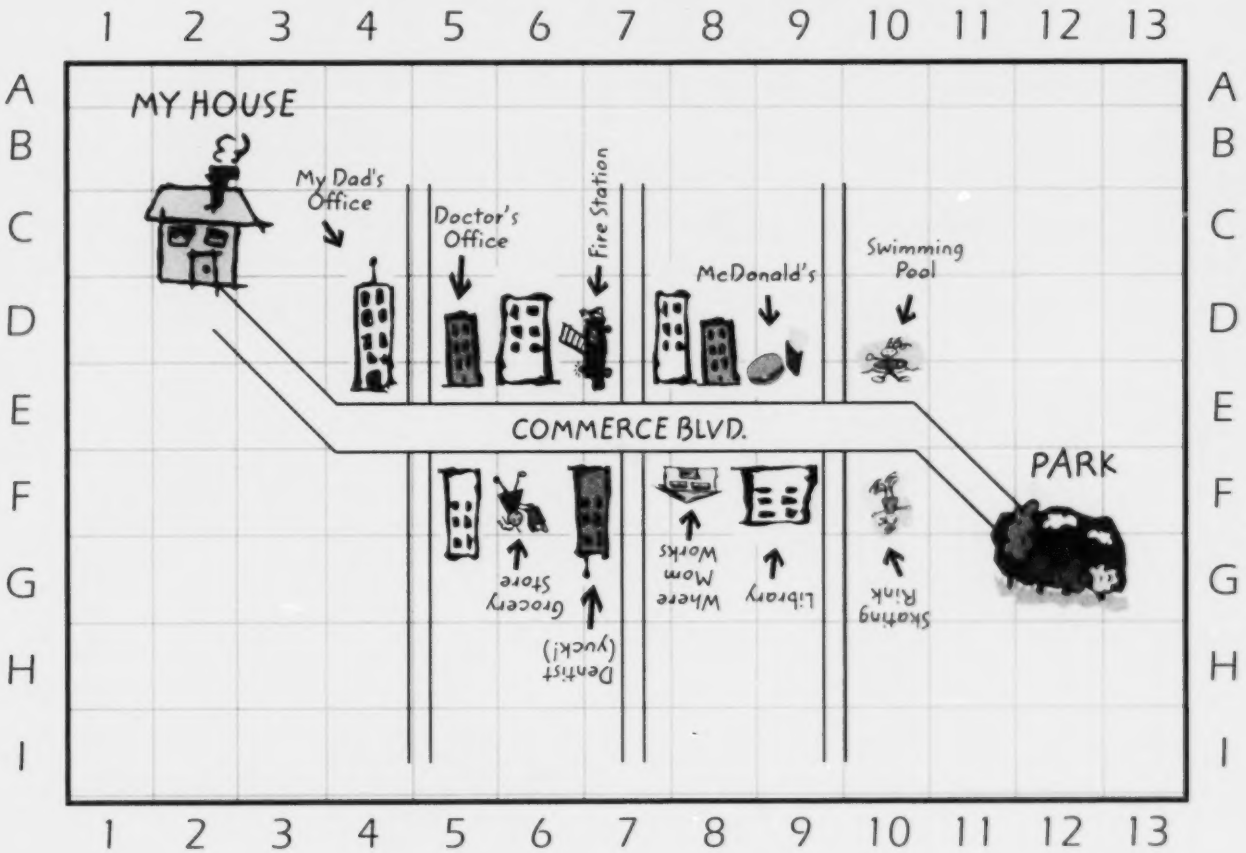
Berends, Polly B. *The Case of the Elevator Duck*
Carlson, Nancy. *Loudmouth George and the New Neighbor*
Fields, Julia. *The Green Lion of Zion Street*
Fox, Paula. *Maurice's Room*
Hurwitz, Johanna. *Nora and Mrs. Mind-Your-Own-Business*
Komaiko, Leah. *My Perfect Neighborhood*
Levy, Elizabeth. *Something Queer Is Going On*
Lorenz, Lee. *A Weekend in the City*
Porte, Barbara A. *Taxicab Tales*
Priest, Robert. *The Town That Got Out of Town*
Soto, Gary. *Neighborhood Odes*



# ACTIVITY 1

**NAME** _____

**DIRECTIONS:** **Take the same tour of the city that Josh describes. Where did he go? What did he see? Use the map below to mark your route to the park.**




**Using the Map grid, find the location of these places:**

**Josh's House:** _____ **The Library:** _____

**His Dad's Office:** _____ **Skating Rink:** _____

**Fire Station:** _____ **Swimming Pool:** _____

**Grocery Store:** _____ **Park:** _____

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# ACTIVITY 2

NAME _____

DIRECTIONS: While you tour the city blocks that Josh told you about, record your observations.

## CITY SAFARI TREASURE HUNT

### Things to Find

Something humorous _____

Something like you _____

A sign of caring _____

A hiding place _____

A sign of carelessness _____

Something you can use _____

Something friendly _____

Something wasteful _____

Something scary _____

A symbol of strength _____

A message _____

A warning _____

A boundary _____

The most interesting thing I saw was _____

_____

_____

# ACTIVITY 3

**NAME** _____

## CITY SAFARI TREASURE HUNT

### Things to Count

Flower beds _____

Gardens _____

Public telephones _____

Street lights _____

Birds _____

Bus stops _____

Vacant lots _____

Animals other than birds _____

Television antennas _____

Public trash cans _____

Broken windows _____

Manhole covers _____

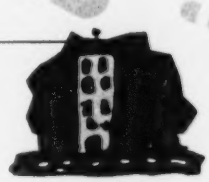
Churches _____

Fast-food outlets _____

Fire hydrants _____

Parks _____

_____



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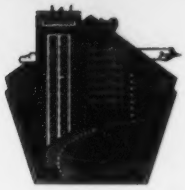
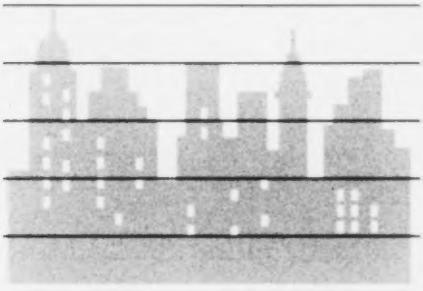


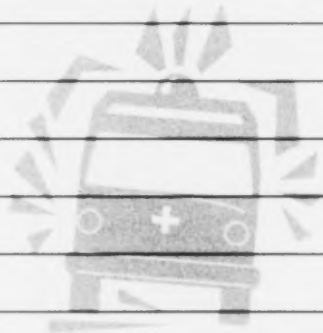
# ACTIVITY 4

NAME _____

## CITY SIGHTS AND SOUNDS

| CITY SIGHTS | CITY SOUNDS |
| --- | --- |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |





Compose two acrostic poems using the words below.

| | |
| --- | --- |
| C _____ | B _____ |
| I _____ | A _____ |
| T _____ | N _____ |
| Y _____ | K _____ |
| | S _____ |

Make a drawing of your impressions of the City.

**DIRECTIONS:** **Write a letter to your Country Cousin, Jeff, to invite him to your home. Tell Jeff what you will be able to do in the city.**

Dear Jeff,

I would like you to

There are so many things to see. We can

Then we can

After doing that, we will go to

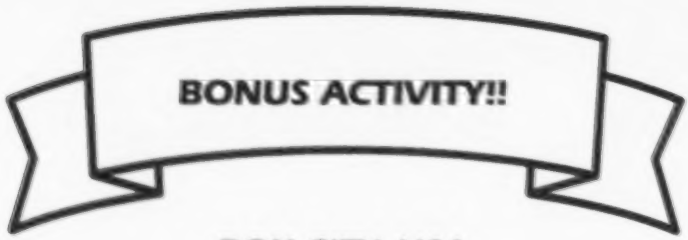
I will be a lot of fun to

Is there a special thing you would like to see or do? We also have a very big park. We could

And there is a skating rink and a swimming pool. I hope you will

Love,

*(Your Name)*




## BOX CITY, USA

DIRECTIONS:

1. Collect cereal boxes, milk cartons, tempera paint, construction paper, felt tip pens, crayons, paste or glue sticks, scissors, and an old bed sheet.

2. Brainstorm with students about setting up a community. Using the results of their Treasure Hunts, help them decide how many and which buildings, streets, vacant lots, parks, etc., they would like to have in their own community?

3. Assist student groups in drawing an outline of the streets. Use the chalkboard, then transfer the roads to a large bed sheet placed on the floor.

4. Have students work in pairs to make buildings from cereal boxes and art supplies.

5. Arrange "buildings" in appropriate spots on the roads drawn on the bed sheet.

6. Make traffic lights, street signs, add trees, flowers, grass, etc. to complete the model community.

## Suggestions for Teachers

### Activity 1

Prepare students to use a map key. Using a large map so the entire class can observe, read the map key and locate streets, lakes, parks, and well known attractions.

Lead students to use the map key on the activity page. Elicit responses about Josh's route to the park.

### Activity 2

Enlist parents to help you take the class on a city walking tour. Provide copies of the list of treasure hunt items for each student to find. Collect student observations from the Treasure Hunt. Categorize student data.

### Activity 3

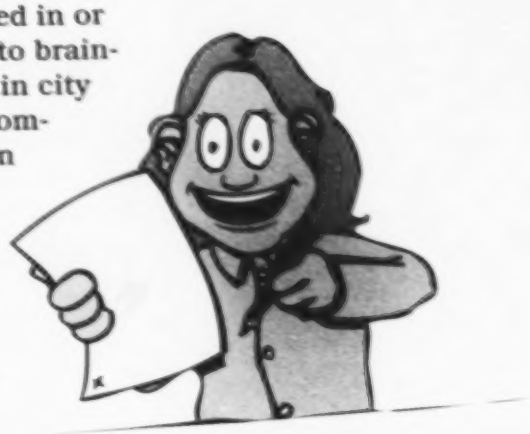
Enlist parents to assist during another city or neighborhood tour. Provide students with a list of items to count on this trip. Use this activity to begin the City Mural in your classroom.

### Activity 4

Following the city tour, list sounds and objects that students recorded during each trip. Categorize student data about what they saw and heard during the City Safari. Elicit vocabulary terms from the students. Help develop a Class Acrostic Poem from *City* and *Banks*. Allow each student to illustrate the acrostic poems.

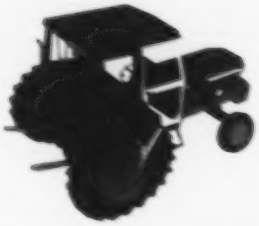
### Activity 5

Poll your class to find who has lived in or visited the country. Pair students to brainstorm ideas about the differences in city or country living. Have students complete the letter inviting someone in the country to visit in the city. Students may write individual letters or a collaborative letter with a partner. Share letters with the class.



# Unit 3:

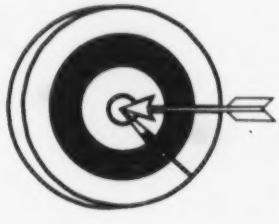
# Country Cousin



## I. Introduction: How the Theme Can Interest Students

The farm is always fascinating to children. Those who live in the city or suburbs find it interesting to visit a farm. Children who live on farms like to have their living habits reinforced. While children know what a farm looks like, they will be very surprised to find out about all the work it takes to live on one.

## II. Targeted Ideas



- Farmers must do many things each day to keep a farm running.
- A day on the farm is very busy, with little time for fun.
- Farms usually provide most of the food we eat.

## III. Making Connections

This unit works well with the previous one, *SAFARI DOWN MY STREET*. Students will be able to compare and contrast life in the city and the country. Unit 1 in Volume VI, *FROM FIELD TO FEAST*, is a natural follow-up to this unit. It tells where the food goes from the farm. Unit 2 in Volume VI, *RAILS, WINGS, RUDDERS, AND WHEELS*, will help students understand how we can have fresh food all the time.

## IV. The Unit Theme: An Introductory Narrative to Read to Students

*Taking Care of Our Farm*

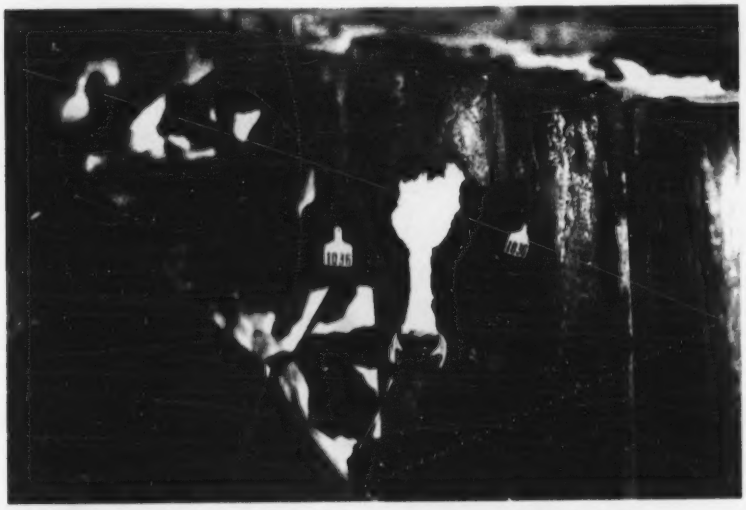
Early in the morning Redtop, our rooster, wakes us up with "cock-a-doodle-do." He never sleeps late, not even on Saturday. But a day on a farm is very busy and Dad says we must get started early. My name is Jeff and I am eight years old. I love living on our farm. There is so much to do, with all of the animals.

My Dad is a livestock farmer. That means he raises animals. We have chickens, pigs, cows, and goats. They all take a lot of Dad's time. All farmers have chores, you know. But I help him with a lot of them.

The cows and goats need milking before dawn. Then we milk them again in the evening. They eat oats and hay, plus a special food with vitamins. That's to keep them healthy and strong.

I collect the hens' eggs before breakfast. They are really busy while we sleep. Yesterday I found twelve eggs: a dozen. Our hens lay brown eggs, which are supposed to be very delicious eggs. Mom sells them to make extra money. She says the hens are her "fun money."

The hens get special corn and other seed food. They also eat a special food to help them lay eggs. They live in houses called "chicken coops." Inside the coops they are up on a roost so their feet aren't on the ground. They are safer there, up off the ground, in case cats or other animals get in with them.



Here's a picture of my favorite cow. Her name is Angela. She likes me to rub her nose.

After we milk the cows, we lead them out to pasture. They spend the day grazing the grass and just lying around. They always look sleepy

*(continued on next page)*

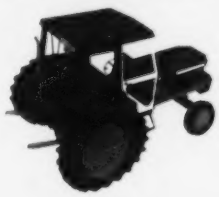
## IV. The Unit Theme: An Introductory Narrative to Read to Students (cont.)

to me. Did you ever see a cow sleep and chew her cud? I can't sleep and eat at the same time. Can you?

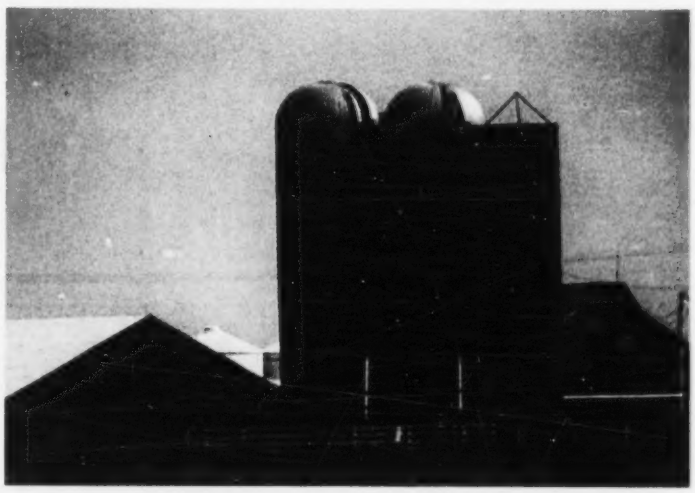
All the pigs stay in a pen. The pen is muddy and smelly. The pigs love to roll around in the mud and grunt. They are quite a mess. Mom would have a fit if I did that.

We have a mama pig that just had six piglets. They sure can squeal a lot. I can pick them up if Matilda, the mama pig, is not around. She really gets upset when someone comes near the piglets. But I wouldn't hurt them. Matilda should know that. She's known me since I was a baby.

Dad has to grow crops to feed all of the animals. He has fields of hay, corn, and oats. The cornstalks are cut and chopped for cattle feed. We store corn and oats in silos. They are tall buildings used to keep rain off of the food. The hay is rolled up and stored to feed the animals during winter. By growing these crops, Dad only has to buy grain, minerals, and molasses to add to the animals' diets.

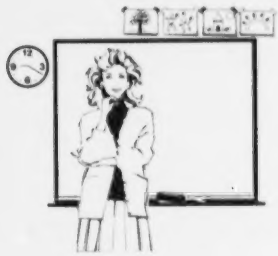


I love to ride on the big tractor with Dad. He has some huge equipment to help him run the farm. The thrEsher works through the field of oats. Dad uses a baler to bring in the hay. It cuts the hay and rolls it up in bales. Someday I'll be able to work the big machines by myself. Now I just sit in the tractor with Dad, learning what to do when I get the chance.



After we harvest the crops, we store it in these silos, so that we can feed our animals in the winter.

# V. How to Use the Theme: Procedures for Demonstrating its Functions and Involving Children



## 1. Questions to Pose About the Narrative

These sample questions are just a start; they may lead you to others that will help students focus on the essential information in this unit.

1. Why does the rooster call in the morning?
2. Why must the farmer feed the animals?
3. Where does milk come from?
4. What good are hens?
5. Why does the farmer plow the earth?
6. What does the farmer feed the livestock?
7. What kinds of equipment do farmers use?

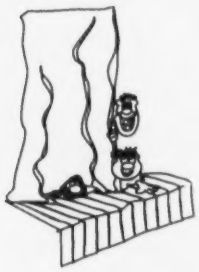
## 2. Listening to Literature: A Sample Text and How to Use it

Cauley, Lorinda Bryan. *The Town Mouse and the Country Mouse*

The Country Mouse loved his cozy home in a log. But when his cousin, the Town Mouse, came for a visit, he looked at his simple life differently. So he visits his cousin in the city and finds many surprises.

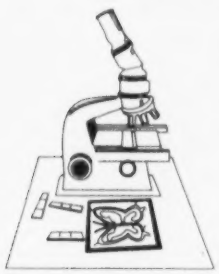
Ask students to discuss differences between the town and the country. Use Think-Pair-Share. Write their suggestions on the board. Ask if they can imagine living in a log. What would a house in a log on the ground be like? Then explain that this book is about two mice who live in very different houses. Discuss the difference between "real life" situations and "make-believe" ones.

**Options for Student's Response.**



1. As you read, stop at intervals for discussion. Let students study picture details.
2. Ask why Town Mouse thinks life in the country is boring. What did Country Mouse do while his cousin was visiting?
3. Ask what frightened Country Mouse when they reached the cobblestone in the town.
4. Town Mouse did not really have a whole house. Ask children where he lived. How did he get to his own rooms in the house?
5. Town Mouse had a living room and a bedroom. Ask where they would eat supper.
6. Help students remember the food found on the table in the dining room of the big house. How does it differ from the meal that Country Mouse prepared with his own hands?
7. Ask what happened that caused Country Mouse to be thankful that he lived in the country.
8. After reading the book, let students select from these activities:
   a. Make a diorama of one of the houses.
   b. Draw a mural of their travels to the town.
   c. Write a diary journal about Country Mouse's visit in the town. What do you think he would have written?

## 3. Science Demonstrations



1. Study about farm animals and their care.
2. Plant vegetables in a container.
3. Record vegetable plant growth.
4. Plot plant growth on a growth chart.

## 4. Math Demonstrations

1. Measure plant growth twice weekly. Make a line graph to show the amount of growth.
2. Adopt-a-calf. Ask a farmer to let your class track the growth of a new calf. Keep weekly growth charts, showing height and weight changes in the animal.

## 5. More Books for Response

1. Andrews, Jim. *The Auction*

Todd and his grandfather prepare for a sale of the farm and its contents by telling stories about life there and making scarecrows.

2. Florian, Douglas. *A Year in the Country*

A month-to-month depiction of a year on a farm, using more illustrations than words.

3. Lillie, Patricia. *When the Rooster Crowed*

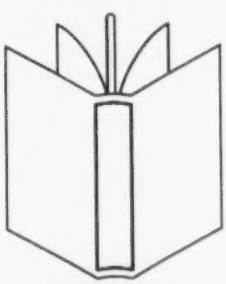
A farmer is not able to get out of bed in the morning until all his animals join voices.

4. White, E.B. *Charlotte's Web*

Charlotte, a spider who lives in Mr. Zuckerman's barn, uses unusual talents to make Wilbur, the pig, seem very special. A true-to-life account of farm life and an abiding story of friendship.

Read parts of *Charlotte's Web* from Chapters 1 and 2 to complete Activity 4. You can start *The Barnyard Gazette* using large chart paper with the whole class. For instance, students can write and illustrate an article from Wilbur's point of view. After reading *Charlotte's Web*, students can add stories to new issues of *The Barnyard Gazette*.

## 5. Other Useful Books



Add your own favorite titles that are relevant to this unit.

1. _____

*Summary:*

2. _____

*Summary:*

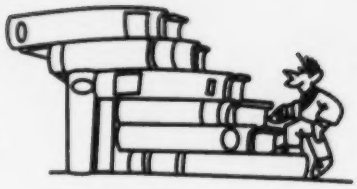
3. _____

*Summary:*

4. _____

*Summary:*

## VI. Related Language Arts Activities



### 1. Listening and Discussion

- Listen to recordings of farm sounds.
- Invite a farmer to the class; interview him/her about the work done on a farm.
- Share peer stories and poems.
- Write and Present a Farmer Skit and Barnyard Animal Skit.

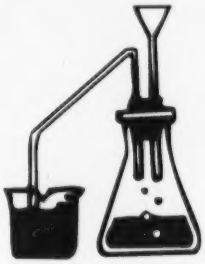
### 2. Individual and Group Writing

- Write a Farm Dictionary. Draw a picture to illustrate each dictionary entry.
- Write The Barnyard Gazette. See Activity 4.
- Keep a Farm Diary. Become Farmer Joe. Record daily occurrences after reading about a farm.
- Create a Bio Poem about a farmer. See Activity 5.
- Write a letter to your city cousin, Josh. Ask him to visit you on the farm. Use the letter frame in Activity 2 to get started.

### 3. Reading

- Read stories about country living.
- Read about farming as a career.
- Read a book about a farm. What type of farmer would you like to be? Use Activity 3. Write a story about your farm and the farm animals.

## VII. Related Extension Activities: Using Language Arts to Teach Science in Personal or Small Group Work

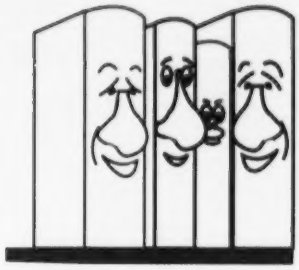


### 1. Individual and Team Projects

- Compare city life with country life. Use a Venn Diagram.
- Construct a Farm Model. See Box City Directions in Unit 2.
- Make a Country Scene Mural.
- Construct a Diary Farm Diorama.
- Create a Farm Life Collage.

### 2. Class Field Trips

- Visit a livestock or crop farm. Before going, have the students brainstorm questions to ask the farmer. Take the list on the trip. When on the farm, stop now and then to review observations. Give students time to digest all the new experiences.
- Visit a dairy.
- Visit a farm petting zoo.



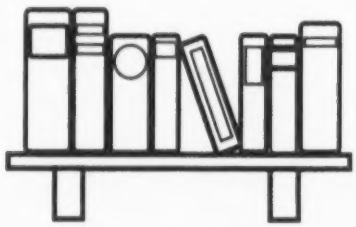
## VIII. Trade Books

### Non-Fiction

Ancona, George. *The American Family Farm*
Bellville, Cheryl. *Farming Today Yesterday's Way*
_____, *Round-up*
Demuth, Patricia. *Joel: Growing Up a Farm Man*
Goodall, John S. *The Story of a Farm*
Hawkes, Nigel. *Food and Farming*
Henderson, Kathy. *I Can Be a Farmer*
Miller, Jane. *Farm Noises*
_____, *Seasons on the Farm*
Olney, Ross R. *Farm Giants*
Schulz, Charles M. *Snoopy's Fact and Fun Book About Farms*
Scuro, Vincent. *Wonders of Dairy Cattle*

### Fiction

Allen, Thomas B. *On Grandaddy's Farm*
Andrews, Jan. *The Auction*
Blair, Susan. *Unexpected Company*
Cauley, Lorinda Bryan. *The Town Mouse and the Country Mouse*
Copeland, Colene. *Mystery in the Farrowing Barn*
Enright, Elizabeth. *Thimble Summer*
Florian, Douglas. *A Year in the Country*
Hall, Donald. *Seasons at Eagle Pond*
Lillie, Patricia. *When the Rooster Crowed*
Martin, Melanie. *Madison Moves to the Country*
Mc Guire, Leslie. *This Farm is a Mess*
White, E.B. *Charlotte's Web*



# ACTIVITY 1

**NAME** _____

DIRECTIONS: Here's what a *FIVE W'S POEM* looks like:

Line 1. **Who** (or what) the poem is about
Line 2. **What** he, she, or it is doing
Line 3. **When** the action takes place
Line 4. **Where** the action takes place
Line 5. **Why** the action takes place

The poem must tell a story. For example:

The cow
grazes lazily
from dawn to dusk
across the pasture
eating her fill of grass.

Write your own *FIVE W'S POEM*.

_____

_____

_____

_____

_____

Illustrate your poem. Cut out the poem and paste it to your illustrations.

# ACTIVITY 2

**NAME** _____

**DIRECTIONS:** **Invite your City Cousin, Josh, to visit you on the farm. Write a letter to tell him how much fun you both will have if he comes.**

Dear Josh,

Dad said it is harvest time and you can come to visit us on the farm. Do you

?

There will be a lot of things for us to do. We

After that we can

then, we can

Dad will even let us ride on the tractor. When we

It will be

Early in the morning I help with chores. You can

in the chicken coop. Then we will feed the

I hope that you will

Love,

*(Your Name)*

# ACTIVITY 3

**NAME** _____

You have decided to become a farmer. Do you know what you will need to be a farmer? First you have to decide what kind of farmer you want to be. Make a list of things you will have to do if you are going to be a livestock or a crop farmer.

| LIVESTOCK FARMER | CROP FARMER |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Describe your farm. What kind of land will you need? How big will it be? Illustrate your farm.

Write about the animals on your farm. How many will you have? Where will each one live? What will you have to do for them? Illustrate the animals on your farm.

52 BEST COPY AVAILABLE

DIRECTIONS: After reading *Charlotte's Web*, develop a newspaper about the book. *The Barnyard Gazette* needs to tell readers about happenings on the farm. Be sure to include the byline date and names of the reporters. All articles need to answer six questions: *what, why, when, how, where,* and *who.*

## THE BARNYARD GAZETTE

EDITOR-IN-CHIEF: _____

*(Your Name)*

### CHARLOTTE, THE TALKING SPIDER

_____

_____

_____

_____

_____

_____

_____

_____

_____

### A DAY IN THE LIFE OF WILBUR THE PIG

_____

_____

_____

_____

_____

_____

_____

_____

### BARNYARD SMELLS

What Smells: _____

_____

_____

How It Smells: _____

_____

_____

Where It Smells: _____

_____

_____

### FERN SAVES WILBUR'S LIFE

_____

_____

_____

_____

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_____

### MR. ZUCKERMAN'S BUSY FARM

_____

_____

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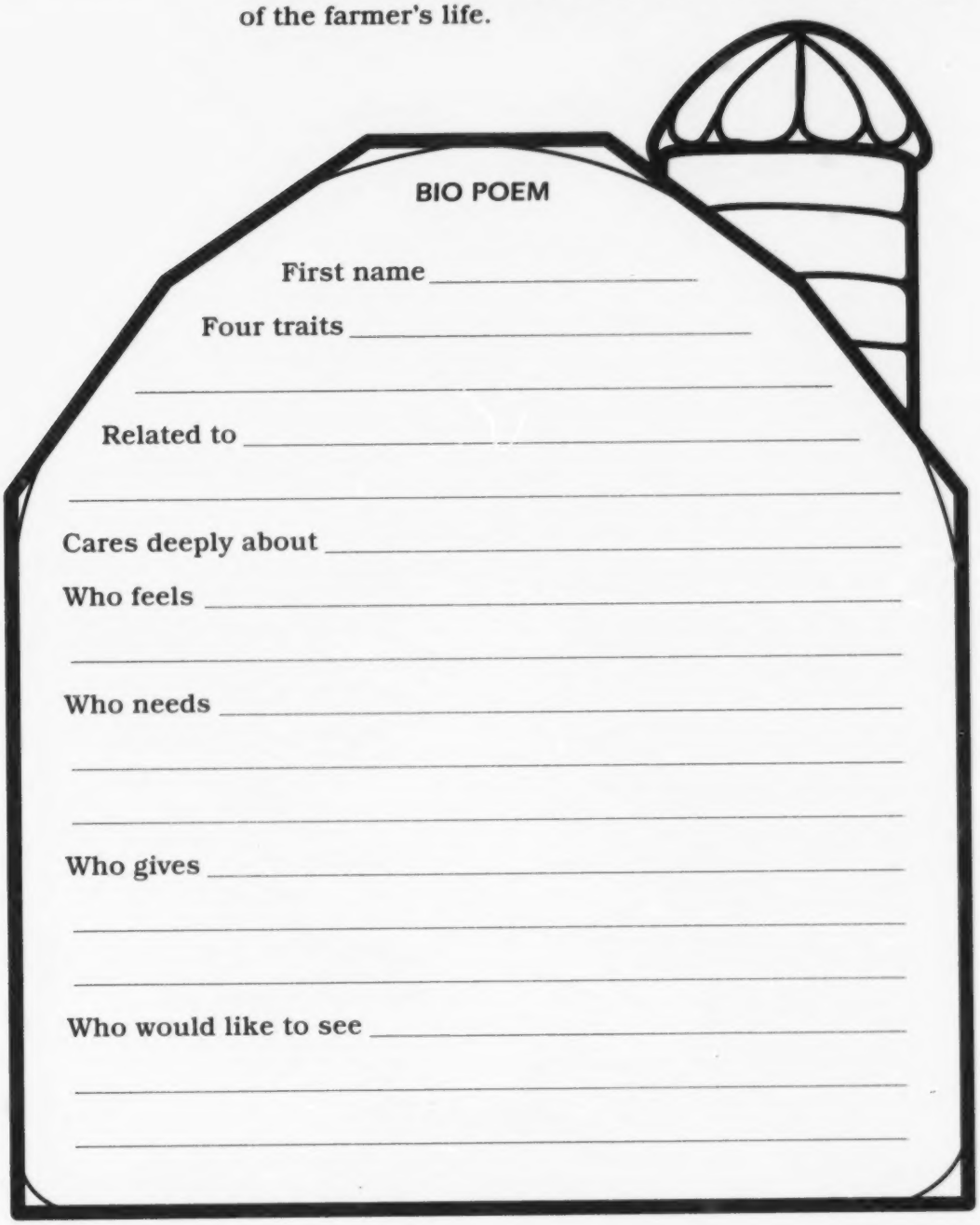
_____

# ACTIVITY 5

**NAME** _____

DIRECTIONS: Interview a farmer. Write a Bio Poem using the frame structure below. Illustrate the Bio Poem with pictures of the farmer's life.



**BIO POEM**

First name _____

Four traits _____

_____

Related to _____

_____

Cares deeply about _____

Who feels _____

_____

Who needs _____

_____

_____

Who gives _____

_____

_____

Who would like to see _____

_____

_____

## Suggestions for Teachers

### Activity 1

This is a good cooperative or full-class activity. Give each table a different animal. Brainstorm terms and write them on the board for the students to use during writing. Model writing a Five-W's Poem on the board. Share all Five-W's Poems, and collect for a class book.

### Activity 2

On the chalkboard or chart paper, construct a formal letter with student responses. Elicit suggestions for a letter to a country cousin. What would be included in an invitation letter? Encourage students to use the letter frame. It is an effective way to encourage increased complexity in syntax. Share letters with the class.

### Activity 3

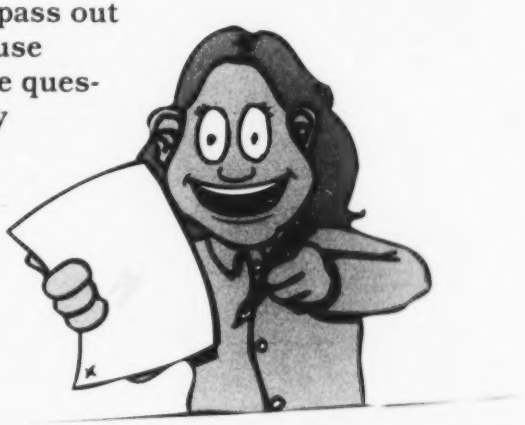
Brainstorm ideas and write terms on chalkboard. Have students Think-Pair-Share as they explore the idea of being farmers. Help them complete the chart on the page.

### Activity 4

Using an overhead transparency, model writing news items. Discuss questions that must be answered in an article. Help students use the frames to write articles. Collect and type news items in newspaper format to send to parents.

### Activity 5

For the visiting farmer interview, pass out "question cards" for students to use during the interview. Rehearse the questions with these students, so they can gather information. Write the visitor's comments on the board. Students should use the comments to complete the Bio Poem frame.



Collect students' Bio Poems and share them with the class.

# Appendix
# A - E

# APPENDIX A

## LEARNING CENTERS

You may set up many independent or peer activities in special learning areas of the classroom. Identify each center by subject or purpose. For instance, a Science Center will contain materials for students to engage in experiments or gathering content information. A Reading Center engages students in reading activities.

### How to Use Learning Centers

Learning Centers need to provide easy access and directions, so your students can use them successfully. Recorded directions help students who are not yet fluent readers. You can color-code some activities for easy access. The *Red Files* may contain activities for the students who are visual learners. The *Blue Files* may contain activities for those who learn best by listening.

Many unit activities are ready-made for Learning Centers. You can put the Activity Pages and lists of other activities in file folders there. Students can do these projects at the Learning Centers, either individually or with a buddy.

### Scheduling Learning Center Time

The teacher must plan Learning Center time. One effective schedule places students at Centers on a rotation basis. While some students are with you for instruction, conference time, or reading/writing assignments, others pursue theme activities at a Learning Center. Here's a sample schedule:

| | | | |
|---|---|---|---|
| 8:15-8:45 | Attendance, daily plans, sharing | 10:15-10:30 | Storytelling or free reading |
| 8:45-10:00 | Reading groups; other students in Learning Centers, or engaged in writing activities | 10:30-11:15 | Math groups; other students in Learning Center, or engaged in writing activities |
| 10:00-10-15 | Morning break | 11:15-11:45 | Lunch |

You can plan a similar breakdown for the afternoon schedule. Try to schedule a 45-minute slot just for Learning Centers. You can circulate among those in the Centers to do some on-the-spot teaching as questions arise.

### Management and Quick-Fixes

You must train your students to use Learning Centers efficiently. Allow no more than four or five students at a center at one time. Make sure that each student understands directions for activities placed there. Rotate jobs for each participant, so that the center can run itself. Jim may be the task master on Monday; the materials gatherer, Tuesday; the "voice monitor" (keep voices low), Wednesday; and so on. It helps to write each name and job on a card that you place at each Center daily.

## Assessment Profile

The most useful type of evaluation or assessment of student learning is the Student Portfolio. A portfolio is a collection of student products and samples of work over time.

Each unit contains activities that result in products. Some of these products are: learning logs, literature responses, student-generated stories, poems, skits, songs, graphs, charts, illustrations, mobiles, murals, or dioramas, just to name a few. Not all samples fit into a folder. Keep a description or checklist that evaluates such products in your students' portfolio folders.

When you want proof of specific learning, interview each student or use some activity pages as assessment items. For specific facts or knowledge you require, selected response pages represent factual information. Student records and journal entries also demonstrate new knowledge. If you use some unit pages to assess learning, include a self-checking folder for your students.

## Learning Center Guidelines

Learning Centers can be a valuable complement to your regular instructional activities; they provide another alternative for students to practice, explore, problems, and create. They also can help students to develop independence in managing their own learning.

Keep the following questions in mind as you begin to develop centers:

1. Does the Learning Center include a variety of materials which accommodate differences in learning styles?
2. Does it contain concrete, manipulative activities and paper/pencil activities? Is there a balance?
3. Does it contain some open-ended activities to encourage creative and original thinking?
4. Do the activities offer a variety of levels, to accommodate differences in ability? Are there activities at which all students can succeed? Are there challenging activities?
5. Are the activities self-checking and/or do the activities permit easy checking by you?
6. Does the student have a choice of activities to complete, or must the student do all the activities in the Center?
7. Does the Center include art, music, and literature?
8. Do the Center materials reflect diversity of gender, race, and language?
9. Are directions clearly stated and succinct?
10. Have you developed ways of keeping track of who has participated in the Center? Is the recordkeeping designed for the student to keep track of his/her progress in the Center?

11. Do the students have easy access to the materials?
12. Is the Center neatly constructed with appropriate printing/lettering?
13. Are the materials durable? Laminated? Have rounded edges?
14. Does the Center stimulate interest and further exploration?
15. Is there a unifying title or theme that appeals to students?

## Setting Up a Center

Learning Centers will change with your content or theme. Before you begin a theme unit, decide which activities you will use; choose what to put in the Learning Centers accordingly. Put all materials in each Center that your students will need. The most essential supplies for each Learning Center are listed on the blackline master on the next page.

## Essential Supplies for Learning Centers

### Listening/Music Center

1. Tape recorder
2. Taped stories, poems, and songs
3. Supply of blank tapes
4. Headsets
5. CD Players
6. CDs
7. TV/VCR
8. Videos
9. Camcorder

### Reading/Viewing Center

1. Relevant library books
2. Books on unit topics
3. Books made by students
4. Peer stories
5. Maps
6. Computer for reading files of work in progress, e-mail connections, and non-print media
7. CD-ROM drive and CDs (encyclopedia)
8. An Internet browser and other on-line connections
9. Printer
10. Film-strip Projector

### Writing Center

1. Variety of papers: white, newsprint, scratch pads, legal pads, construction paper
2. Pens, pencils, crayons, felt-tip pens
3. Book-binding supplies
4. File folders
5. Paper Clips, stapler
6. Dictionary
7. Thesaurus
8. A list of idea starters
9. Expository and narrative writing samples
10. Pictures/Illustrations
11. Cartoon samples
12. Sample newspapers
13. Paragraph frame patterns
14. Computer for works in progress
15. Printer

### Art Center

1. Construction paper
2. Scissors
3. Scotch Tape
4. String
5. Pens
6. Pencils
7. Colored chalk
8. Crayons
9. Tagboard
10. Poster board
11. Corrugated boxes
12. Mural/Bulletin board paper
13. Paint
14. Easel
15. Clay
16. Brads

### Math/Science Center

1. Scales
2. Yardstick, rulers, measuring tape
3. Containers: measuring cups, spoons, bowls
4. Thermometers
5. Blocks
6. Graph paper
7. Aquarium
8. Egg cartons
9. Picture books and magazines
10. Cuisenaire rods
11. Math manipulatives

# LEARNING CENTER ACTIVITIES

## MAKE

1. Peep box of scene
2. Movie of paper or story
3. Mural of story
4. Puppet show
5. Picture of scene
6. Scale model
7. Map showing locations of story events
8. Book jacket with summary inside
9. Picture books
10. Fact/Data books
11. Illustrated journal
12. Flannel board story
13. Pictures of characters

## DO

1. Dramatize a part
2. Pantomime a part
3. Show something new
4. Round-table discussion
5. Continue a story
6. Radio program
7. Eyewitness report
8. Give news flashes
9. Chalk-talk: tell a story
10. Perform a skit
11. Book chat

## TELL

1. Summary of story
2. Interesting facts learned
3. Something new learned
4. Problem and solution
5. Interesting words and expressions
6. Story board

## WRITE

1. Summary of data
2. Semantic web of information
3. Story
4. Skit
5. Acrostic poem
6. Newspaper article
7. Letters to authorities
8. Story starters
9. Tall tale
10. True/False book
11. Legend
12. Story board narrative

# Learning Center Checklist

Presentation:

- ❑ unifying theme/art work
- ❑ colorful, attractively designed
- ❑ neatly assembled

Contents:

- ❑ age-appropriate, stage-appropriate
- ❑ variety of materials
- ❑ activities at varying levels (easy to challenging)
- ❑ incorporate various disciplines
- ❑ concrete/manipulative and paper/pencil activities
- ❑ some open-ended activities
- ❑ stimulates creative thought/interest
- ❑ free from stereotypes
- ❑ incorporates diversity
- ❑ provides for choice

Organization:

- ❑ clearly-stated directions
- ❑ directions appropriate for age/stage
- ❑ recordkeeping form included
- ❑ self-checking activities
- ❑ accessible materials

Construction:

- ❑ durable materials
- ❑ laminated
- ❑ rounded edges
- ❑ appropriate printing/lettering
- ❑ appropriate containers for activities

# APPENDIX B

## HOW TO MAKE AND USE BULLETIN BOARDS AND FILE FOLDERS

With limited space in classrooms today, you must find inventive ways to keep your students active and interested. The following two ideas may help you plan for the activities in these units.

### Bulletin Boards

If your classroom has only one bulletin board, you may want to think about other ways to provide interactive boards. Large portable bulletin boards will provide two sides for work, and you can move them around the room as dividers. You can fold flannelboards and store them when not in use. You can paint large cardboard boxes from kitchen appliance or television stores; the four sides are usable as bulletin boards. Sides of file cabinets, doors, and spaces under chalkboards can also serve as working bulletin-board spaces. You can use window blinds for attaching materials, but be aware of the safety factor. Children's clothing can get caught if the blind mechanism begins to wind up.

While it may be too costly to laminate all the materials for the board, you will want to laminate any materials you expect to use again. If you are concerned about thumb tacks, velcro strips are good for mounting materials. Pellum, the material used for sewing suit interfacing, works well on flannelboards, and is cheaper than flannel or felt. Although adhesive tape will put things on the bulletin boards, it tends to tear the material when you take it off the boards. While there are commercial materials to use with the bulletin boards, you can be inventive in finding ways to accomplish the tasks of mounting materials on bulletin boards.

### File Folders

You can make file folders from many different types of folders. Office supply stores have different forms to adapt for your own purposes. For instance, regular heavy paper folded in half can be fastened on both sides to become an envelope for holding materials. Colored folders allow for color-coding materials into subjects.

Accordion-style folders allow for more materials in the pockets. The notebook folder has pockets on each side of the opened folder, or places to attach papers in fasteners, to allow for book writing. More expensive folders are transparent plastic; you can use them repeatedly for many different themes.

Parents who work in offices may give you used file folders they would normally discard. They may also be able to provide materials for the folders. If you tell parents your themes for the next few weeks, they may be willing to make folders for your class. Parents often think of creative activities that may not have occurred to you.

It is important to laminate file folders so they will last after frequent use from many children. You can laminate with clear shelf paper found in grocery stores. Practice on some old papers, so you can learn to cover without creating air bubbles.

With a box or small crate for storage, your students can use these activities at their own desks or at a small classroom table. With boxes placed in Learning Centers, students will not waste time waiting in line to choose a file folder.

# SAMPLE BULLETIN-BOARD/FILE FOLDER DISPLAY

## Bulletin Board

### TOPIC: Mystery Magnet

TEACHER:

1. Make sets of pictures and word cards of items that a magnet will and won't attract.
2. Place velcro strips on each card.
3. Make pockets for picture cards and word cards.
4. Place velcro strips in columns on the bulletin board.

STUDENTS:

1. Draw a card from each of the pockets.
2. Put each card under the appropriate side of the bulletin board.

Alternate Activity:
Students can expand this activity by adding more pictures to the collection.

WORD CARDS AND PICTURES:

1. tack
2. clip
3. hook
4. hat
5. can
6. ball
7. nail
8. coin
9. sock
10. football
11. shoe

## File Folder

You can put this same project in a file folder. Place the cards on the corners of an open file folder. Paste the envelope to the back of the file folder, with the instructions on the front.

# APPENDIX C

## GLOSSARY

**Accordion book:** A book made by folding paper into an even number of sections.

**Acrostic poem:** A poem in which the first letter of each line forms a word, e.g.

Cuddly and cute
Always happy to see me
Tabby is her name.

**Baggie book:** A book made from putting several ziplock plastic bags together. Use any size ziplock plastic bags; cut plain or lined paper to fit into the bag. To bind, place the closed ends of the bags together, staple, then bind with colored plastic tape. Students can change contents of the book by removing pages and inserting new ones.

**Bar graph:** A graph which uses squares (or bars) to represent data.

**Big Book:** An oversized version of a book written with especially large text and illustrations. Print and illustrations can be easily seen by groups of children.

**Bingo:** A game for large or small groups, consisting of cards divided into sections. Each section contains a picture or word related to the theme being studied. You can also use a deck of cards with corresponding pictures or words. Each player has a card; the caller, using the large deck, calls the name of the picture or word. Students cover the corresponding picture or word on their cards. Play continues until a student has covered a row, column, or diagonal.

**Chalk-talk:** A technique for sharing a story which involves illustrating on the chalkboard while telling the story.

**Collage:** An artistic arrangement of various materials into a picture or design.

**Concentration:** A game involving matching pairs of cards, similar to Memory; especially useful for developing visual discrimination, sight word recognition, or number facts. Students shuffle the Concentration deck and place the cards face down; students turn over two cards and try to match the cards; if they match the cards, they keep the pair and get another turn. The winner is the student with the most pairs.

**Concept book:** A book focusing on a single idea or concept. Examples: a concept book of colors, size, shapes, time, machines, apples, etc.

**Concrete poem:** A poem written in the shape of the object/idea being described.

**Contrast poem:** A poem which contains two parts that show different aspects of the same subject. Example:

The Weather
The sun bright and yellow/ Shines in the sky.
Rain pours down/ From darkened clouds.

**Diorama:** A three-dimensional, artistic reproduction often constructed in a container of some sort: for example, a shoe box representing an animal habitat.

**Dominoes:** A matching game; players match small rectangular game pieces by placing them end to end.

**Fact/Myth book:** A book with a fact written on one page and a corresponding myth (untruth) on the facing page.

**Fingerplay:** A short poem incorporating hand motions.

**Flannelboard:** A board, usually rectangular, covered on one side with flannel or similar material.

**Flip book:** A book consisting of several pages which, when flipped through quickly, shows a sequence of actions.

**Go Fish:** A card game involving collecting "books" of matching cards. Students shuffle and deal seven cards to each player; the remaining cards are placed in a pile in the center. Students in turn ask the next player to "Give me all your _____," trying to make a book consisting of three cards. If students have the requested card, they give it to the other player If they do not, they say "Go Fish". The player who must "Go Fish" selects a card from the center pile. Play continues until the winning player goes out first or has the most books.

**Haiku poem:** A Japanese form that addresses the seasons. Contains three lines of five, seven, and five syllables, a total of 17 syllables.

**Interlocking puzzles:** Puzzles whose pieces connect; especially helpful in developing visual discrimination, sight word recognition, and number facts.

**K-W-L chart:** A strategy to determine prior knowledge about a topic (What I Know); interest in the subject (What I Want to Know); and knowledge following instruction (What I Learned). At the beginning of a unit, the teacher records what the students already know about the topic, then asks what they want to know. The partially completed chart hangs in the classroom; at the end of the unit, the teacher records what students have learned.

**Language Experience:** Students participate in some kind of experience, either as a group or individually, and discuss the experience; then the student(s) dictate a story related to the experience. After hearing the story, students can do a variety of literacy activities with it: matching words in the story, illustrating words they recognize from the story, matching phrases, and so on.

**Learning Log:** A journal where students explore information they are studying.

**Observation journal:** A journal in which students record observed data.

**Pictograph:** A graph which uses pictures to display data.

**Pocket chart:** A large chart made of cardboard or plastic, which contains sections for cards or sentence strips.

**Rebus recipe:** A recipe which uses pictures instead of words.

**Rebus story:** A story which uses both pictures and words.

**Rebus web:** A brainstorming technique using pictures to represent ideas.

**Semantic web:** A brainstorming technique which uses words to represent ideas.

**Sentence frame:** Partial sentence used to prompt student writing, e.g., I like bears because _____. When I see _____, I feel _____.

**Sequence strips:** Strips of paper containing portions of a story; individual strips can be combined into a sequence.

**Shape books:** Books in the form of the topic being written about; e.g., books in the shape of animals, insects, fruits, vegetables.

**Shared Reading Time:** A time during the school day when the teacher reads to the students; as students become fluent readers, they can read to each other.

**Shoebox sorter:** A classification container. Partition a shoebox into sections according to the number of categories desired. Make corresponding cards for the theme being studied that students can sort into the shoebox.

**Simon Says:** A game of following directions. Caller gives directions; some begin with "Simon Says"; others do not. Students perform only those actions beginning with "Simon Says"; if they follow the directions that don't begin with "Simon Says", they are out of the game. To keep them involved, let the "out" students help you catch others who follow the direction without "Simon Says."

**Single character cut-out:** A child-size picture of a character from a story. It shows the body, but the face is cut out. Students hold the character cut-out in front of their faces while they retell or dramatize the story.

**Storyboard:** A retelling technique which uses pictures only; students illustrate portions of the story, then arrange the portions sequentially.

**Tangrams:** A set of seven varying shapes (five triangles, one square, and one parallelogram) are used to make many different forms.

**Theme box:** A container for props, costumes, and equipment pertaining to a specific topic or theme; useful for stimulating dramatic play.

**Think-Pair-Share:** Teacher pairs students to think about a concept and share their ideas on it.

**Transparency story:** Acetates (overhead transparencies) and erasable marking pens help students retell a story. Teacher writes the text from the story on the acetates; students draw a picture to accompany the text; then they sequence the illustrated portions and show them to the class with the overhead projector. As students become more fluent, they can write the text for illustrations drawn by the teacher.

**Venn diagram:** A graphic organizer consisting of two intersecting circles; used for comparing similarities and differences.

**Web:** A balloon drawn on the chalkboard that contains words, phrases, or images to be discussed and related.

**Word bank:** A collection of words for students to read. Write words on index cards and keep them in small containers (banks).

**Word Wall:** A designated wall in the classroom where words are posted that interest students. May relate to the theme being studied; useful to help students with spelling as they compose their own stories.

# APPENDIX D

## How to Make a Book

1. Select the type of book: traditional, modern, accordion, baggie, hinged cover, shape, pop-up.

2. Include these essential components:
   front cover
   title page
   dedication page (optional)
   story/content
   about the authors (optional)
   back cover

3. Attach book pages. The simplest way to attach pages is by stapling; however, there are other alternatives. Office supply stores offer a wide range of fasteners; you may find yarn, ribbon, string, or shoe laces at sewing stores. Pages may be glued to a backing of construction paper, then stapled together and covered. Pages may also be folded and glued back-to-back or stitched down the center. If your school has a bookbinding machine, you may attach the pages using spiral binders.

4. Attach cover. Choose materials that are durable or can be laminated. Possibilities are: tag board, mat board, cardboard, construction paper, cloth, wrapping paper, wallpaper (usually available free from paint/wallpaper stores), and contact paper. A variety of tapes for binding are also available: cellophane, masking, cloth, duct, or colored vinyl.

5. Helpful hints
   - Allow a margin on the left side of the paper before children start writing the story.
   - Cut cover pieces slightly larger than the writing paper; 1/4- to 1/2-inch is usually a good idea.
   - Sometimes you may wish to give a pre-assembled book to students; or you may want to give them individual sheets of paper. The latter is a good idea for children just beginning the process, since you want them to succeed in their story-writing endeavor.
   - It is easier if there is a straight edge on the side to be bound.

For additional ideas on making books, these resources might be helpful:

Evans, Joy and Jo E. Moore. *Making Big Books with Children*
Evans, Joy, et al. *Making Seasonal Big Books with Children*

# APPENDIX E

## TEACHER RESOURCES


Bittinger, Gayle, ed. *1001 Teaching Props: Simple Props to Make for Working with Young Children*

Boardman, Eunice. *Dimensions of Musical Thinking*

Johnson, Judi, ed. *The Educational Software Preview Guide*

Carle, E. *Animals, Animals*

Scholastic Books. *Poetry Place Anthology*

Neill, Shirley and George. *Only the Best: The Annual Guide to the Highest-Rated Educational Software: Preschool-Grade 12*

Prelutsky, Jack. *The New Kid on the Block*

Schiller, Pam and Thomas Moore. *Where is Thumbkin?: Over 500 Activities to Use with Songs You Already Know*

Silverstein, Shel. *Where the Sidewalk Ends.*

Wilmes, L. and More, D. *Everyday Circle Times*

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